

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/31/2010 10:03 AM

## Technical Review Coversheet

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Quality of Project Services</b>		
1. Project Services	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	10	10
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Preference	2	2
<b>Sub Total</b>	2	2
<b>Total</b>	102	100

# Technical Review Form

Panel #16 - Panel - 16: 84.215J

Reader #1: \*\*\*\*\*

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

## Questions

### Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
  - (i) The project objectives;
  - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
  - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

#### Strengths:

The applicant includes clear objectives. Demographic characteristics for the target population are described in the areas of free and reduced lunch, teen parenthood, test scores, and drop-out rates. The applicant thoroughly describes the gap in services for 3 year old children. The applicant describes the services to be provided and how the services will meet the needs in the community. The Early Learning Center will serve 720 students, 1440 family members and 2840 community members.

#### Weaknesses:

The applicant does not provide specific data related to health care needs of the target population, an within which services have been designed.

Reader's Score: 23

### Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
  - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
  - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
  - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

#### Strengths:

The applicant proposes that the Early Learning Center will use the facility formerly housing the Parker Hills Elementary School and will work with partners to conduct facilities' studies to determine efficient and effective changes to the building which will also house a Community Health Center. The applicant has budgeted adequate funds for equipment and supplies. The MOUs and in kind donations demonstrate the partners' and applicant's commitment to the proposed

project. The \$1,000/5 years or \$200/per year per individual cost of the program is reasonable for the services being provided.

**Weaknesses:**

None.

**Reader's Score: 20**

**Selection Criteria - Quality of the Management Plan**

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
  - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
  - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
  - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

The applicant has a strong management plan that includes the creation of a School-Based Management Team and a FSCS Program Management Team. The applicant includes descriptions of the roles of the FSCS coordinator and the principal at the Park Hills Early Learning Center. The qualifications of key project personnel are strong as demonstrated by their years of experience in their respective fields and the success of the various partners' programs. The partners have made adequate in kind donations of time with the FSCS Project Leader .25 FTE, the FSCS Program Director .25 FTE and the Family Connections Coordinator .25 FTE. The full time FSCS Coordinator, Social Worker, Parent Involvement Facilitator, 3 Year Old Classroom Teachers and Teachers' Assistants positions will set the project up well to meet the objectives.

**Weaknesses:**

None.

**Reader's Score: 25**

**Selection Criteria - Quality of Project Services**

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
  - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
  - (ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

**Strengths:**

The applicant documents research and effective practice (page 28) pertaining to all of the proposed services. Given the success rates of existing programs and the fact that programming is grounded in research and effective practice, the applicant positions itself well to implement programs that are highly likely to lead to improvements in student achievement for both parents and children.

**Weaknesses:**

None.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
  - (i) Sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;
  - (ii) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
  - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

**Factors Applicants May Wish to Consider in Developing an Evaluation Plan.**

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

**Strengths:**

The applicant will choose an external evaluator and has budgeted for the evaluation. The applicant will also get support from the Metropolitan Studies Institute at USC Upstate with evaluation work. The applicant describes a variety of methods of evaluation including data collection, surveys, assessments, observation and focus groups that will produce quantitative and qualitative data related to performance measures. The applicant will provide timely information through annual reports and will provide guidance on or strategies for replicating the project intervention through sharing with other schools, community, county and state organizations and will open the facility for visits as a model.

**Weaknesses:**

None.

**Reader's Score: 10**

**Priority Questions**

**Priority Questions - Competitive Preference Priority**

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-

achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

**Strengths:**

As indicated on page 8, Park Hills Elementary School is a Tier III school that will be closed using the SIG school closure model. The applicant proposes to turn the Park Hills Elementary School into the Park Hills Early Learning Center to offer Early Childhood Education Birth to 4K, Adult Education, Health Care, Home Visits, Family Literacy and Mentoring services. The applicant uses the closure plan as an opportunity to meet the needs of young children and teenage mothers for whom there is a deep need due to a gap in services.

**Weaknesses:**

None.

**Reader's Score:**     **2**

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**Status:**             Submitted  
**Last Updated:**    08/31/2010 10:03 AM

Status: Submitted

Last Updated: 08/27/2010 09:16 AM

## Technical Review Coversheet

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Quality of Project Services</b>		
1. Project Services	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	10	10
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Preference	2	2
<b>Sub Total</b>	2	2
<b>Total</b>	102	102

# Technical Review Form

Panel #16 - Panel - 16: 84.215J

Reader #3: \*\*\*\*\*

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

## Questions

### Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
  - (i) The project objectives;
  - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
  - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

#### Strengths:

The project objectives for this application are clearly defined and specific to the three eligible service areas the applicant will be focusing on: early childhood education, adult education services, and health care services. The demographic data provided by the applicant highlights multiple areas of need, i.e. lack of a high school diploma, high rate of birth to teens (almost triple the state average), and high unemployment rates. A further gap analysis indicates a lack for programming for youth ages 3-4 years old, resulting in low school readiness rates upon entering kindergarten. Eligible services to be provided by the applicant were adequately detailed and demonstrated a thorough assessment of community needs.

#### Weaknesses:

None

Reader's Score: 25

### Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
  - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
  - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
  - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

#### Strengths:

The applicant demonstrates that resources to be provided are adequate and relevant. For example, the school district will be providing the building for the center and community partners are committing to remodeling the structure and providing

equipment.

The school has developed partnerships with multiple agencies dedicated to this project and is willing to provide both cash and in-kind matches to support a full service community schools model. Each memorandum of understanding is adequately detailed and specific to that agency, providing information and in-depth commitments to the project. These documents satisfactorily demonstrate that the costs are reasonable and necessary for the extensive level of services to be provided.

**Weaknesses:**

None

**Reader's Score: 20**

**Selection Criteria - Quality of the Management Plan**

1. (1) **The Secretary considers the quality of the management plan for the proposed project.**
- (2) **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
  - (i) **The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;**
  - (ii) **The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and**
  - (iii) **The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The applicant has established a management plan that includes both a school based management team (to include parents/community members) and a program management team (to include representation from partner/school board/ key program staff) to execute this project and provide needed representation coordinate and manage the eligible services to be provided.

The description of the management team and experience of key project personnel demonstrate their experience working with project partners on similar efforts. Time commitments for key staff seem appropriate and adequate to meet the objectives of the project.

**Weaknesses:**

None

**Reader's Score: 25**

**Selection Criteria - Quality of Project Services**

1. (1) **The Secretary considers the quality of the services to be provided by the proposed project.**
- (2) **In determining the quality of the project services, the Secretary considers the following:**
  - (i) **The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and**
  - (ii) **The likelihood that the services to be provided by the proposed project will lead to improvements**

**in the achievement of students as measured against rigorous academic standards.**

**Strengths:**

The applicant used a unique approach to showcase the financial value of prevention programming to break the intergenerational cycle of low literacy and ensure that children begin K5 ready to learn.

Evidence based programming was identified for each of the eligible service areas to be addressed by the applicant, in addition a table highlighting each component and the research basis is included in the proposal. (p 28)

Past successes in the area of adult literacy and early childhood birth to 3 by the applicant would indicate that there is a high probability of the proposed project leading to improvements in the achievement.

**Weaknesses:**

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
  - (i) Sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;
  - (ii) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
  - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

**Factors Applicants May Wish to Consider in Developing an Evaluation Plan.**

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

**Strengths:**

Multiple forms of measurement will be used to evaluate program outcome measures in each of the service areas described by the applicant. For example, onsite monitoring, surveys, meetings, and ongoing assessments will be included.

An evaluation work plan has been developed to include base-line data collection and ongoing monitoring to ensure that data being collected is analyzed and used to make needed program changes.

Feedback will be provided to staff and program participants to share successes and receive needed feedback to monitor and improve the program. The applicant will share this information with others as they work to create a model facility to

be shared and replicated by others.

**Weaknesses:**

None

**Reader's Score: 10**

**Priority Questions**

**Priority Questions - Competitive Preference Priority**

**1. Strategies that support turning around persistently lowest-achieving schools**

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

**Strengths:**

As part of the district's reorganization plan Park Hills Elementary school, a persistently low achieving school, and will be closing in June 2011 and reopening in August 2011 as an Early Learning Center/FSCS.

**Weaknesses:**

None

**Reader's Score: 2**

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**Status:** Submitted

**Last Updated:** 08/27/2010 09:16 AM

Status: Submitted

Last Updated: 08/29/2010 01:53 PM

## Technical Review Coversheet

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Quality of Project Services</b>		
1. Project Services	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	10	10
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Preference	2	2
<b>Sub Total</b>	2	2
<b>Total</b>	102	102

# Technical Review Form

Panel #16 - Panel - 16: 84.215J

Reader #2: \*\*\*\*\*

Applicant: Spartanburg, SC School District 7 -- , (U215J100232)

## Questions

### Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
  - (i) The project objectives;
  - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
  - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

#### Strengths:

The applicant provides clear, measurable objectives for the four primary eligible services on pages 2 and 3. The services are: early childhood education, parental involvement, adult education, and health care services. Each objective states who will be served, how they will be served, and how success will be measured. The applicant describes the poorest neighborhood in the county, home to most all of the public housing in the county. They note increased crime rates, high child abuse, high levels of teen pregnancy, and three Title 1 elementary schools as the target for intervention (page 3 and 4). They give statistics about the high rate of teen pregnancy (38.6%). 69% of mothers are single first time mothers. They also document the unemployment rate, low rate of high school graduates, and the high number of children eligible for free or reduced lunches, and the high percent of African American children.

In demonstrating the need for their chosen services the applicant documents the importance of early learning, and the lack of quality child care for low income or at risk children (page 5). The community needs assessment has led to the decision to close one elementary school and reopen it as an Early Learning Center for children birth to four years old which will be a full service community school providing the other eligible services for parents of children in the school, and adults in the community.

Data on the developmental status of four year olds in the area and kindergarten and first grade reading and writing using nationally recognized assessment tools document that over 50% of children are at risk for developmental delays, and nearly 47% of kindergarten and first graders need substantial reading and writing intervention. Research on the importance of entering school with literacy skills is given (page 6). They have chosen a nationally recognized, Head Start approved early learning curriculum (High Scope) for the center. They have also chosen the nationally recognized Even Start Family Literacy. The preschool classes will operate on the school calendar, with adult education and parenting classes offered all year long.

#### Weaknesses:

None noted.

**Selection Criteria - Adequacy of Resources**

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
  - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
  - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
  - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

**Strengths:**

The school district has designated the chosen school to become an early learning center for the community; meeting the needs of providing a home for the Early Head Start birth to age 3 programs, pre k classes, and classes for children with special needs. They state that the entire facility does not meet licensing requirements for these types of classes, but will be with remodeling. They will also need to remodel to bring in the adult and parent education classrooms, and on site medical facilities. The child development community partner will collaborate in a facility needs assessment and plan. The health care partners will work on the design of the medical care area. The commitment of the partners, their knowledge of their service areas, and the scope of their contributions is documented in extensive letters of support and described in a chart on page 10, and on pages 9 through 13. The partner who also does the Early Head Start program has extensive experience with teen parents. They have four foundations as partners who are active in the planning and in funding services. In order to increase awareness of, and access to, services the applicant has partnered with a community group of residents with a history of engaging other partners in the community. This is a community with resources that would become more effective with coordination, and with experience engaging the community members in planning and programs. The four year old classes will be paid for by the school district (page 25).

The applicant notes the number of students (720), family members (1440) and 2840 community members over the course of the project for an average of less than \$1000 a person. The costs are reasonable in relation to the number of persons to be served and the services provided.

**Weaknesses:**

None noted.

**Selection Criteria - Quality of the Management Plan**

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
  - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
  - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
  - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

The applicant describes a plan which will take the first year of the grant to engage in extensive community planning, including a community needs assessment using information from families and general community members. The survey results will inform the finalized services and optimal times for services to be offered. They also describe two governing groups: the school based which will oversee the implementation and running of programs consisting of the principal, the FSCS coordinator, parents, and senior staff from each of the service providers in the building. They will also have a Program Management Team consisting of members from community partners and the school based management to provide program oversight, partner coordination, and long terms sustainment of the program. The key existing staff resumes are included in the Appendix, with clearly defined roles in the narrative (page 16 through 18). A summary chart is provided on page 18. Clear job descriptions, reporting relationships, and amount of time on this project are provided for key staff and partners on pages 21 and 22. The qualifications, training and experience of the key personnel are relevant to the success of this project. The time commitments are appropriate and adequate to meet the objectives.

**Weaknesses:**

None noted.

**Reader's Score: 25**

**Selection Criteria - Quality of Project Services**

1. (1) **The Secretary considers the quality of the services to be provided by the proposed project.**
- (2) **In determining the quality of the project services, the Secretary considers the following:**
  - (i) **The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and**
  - (ii) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

**Strengths:**

The applicant does a good job of both describing the evidence for each of their program components and includes a summary chart which clearly documents the intervention, the curriculum to be used, and the evidence for success. They mention that they will be the only program in their area to address the two barriers most often cited as the two main constraints on adult education: child care and transportation. The District notes its success in family literacy programs, using their Title I funds, and generating funding support for programs. They provide data on the results of their existing program interventions on pages 29 and 30. The applicant provides evidence that the services are likely to lead to improvements in the achievement of students as measured against rigorous academic standards.

**Weaknesses:**

None noted.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

1. (1) **The Secretary considers the quality of the evaluation to be conducted of the proposed project.**
- (2) **In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--**
  - (i) **Sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;**
  - (ii) **Will provide timely and valid information on the management, implementation, or efficiency of the project; and**

(iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

**Factors Applicants May Wish to Consider in Developing an Evaluation Plan.**

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

**Strengths:**

The applicant clearly sets out the methods of evaluation for each component of their project. They will measure the overall effectiveness of the program for the children through a longitudinal study of the child's scores at age 4, kindergarten through 2nd grade scores, on nationally recognized evaluative tests, and observational programs notes. They will also have a comparison group of four year olds at other grammar schools (page 30). They describe progress documentation on the program implementation (page 31). They will use South Carolina Family Literacy Performance Indicators (list of four measures), and child literacy growth using nationally recognized scales, and finally parenting skill growth using a scale as well as parent involvement questionnaire. Staff will also engage in self evaluation using nationally recognized self review tools.

An evaluator, Metropolitan Studies Institute has been chosen, with an evaluation plan that includes on site monitoring, data analysis, community surveys, and quarterly improvement meetings. The evaluator will work with the applicant in three phases: start up, ongoing meetings, and end of the year final data collection and report. They do state that feedback to the District will be used for evaluating this project and sharing with other schools for replication (page 35).

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Priority Questions**

**Priority Questions - Competitive Preference Priority**

**1. Strategies that support turning around persistently lowest-achieving schools**

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

**Strengths:**

The school that will close has been designated a Title 1 school (page 3) and a Tier III school; closed using the SIG school closure model (page 8). They are transitioning this school to an early learning center based on the challenges pre kindergarten, kindergarten and first grade children bring in school readiness, poor reading and language skills.

**Weaknesses:**

None noted.

**Reader's Score:**     **2**

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**Status:**           Submitted  
**Last Updated:**   08/29/2010 01:53 PM